federal register

FRIDAY, OCTOBER 31, 1975

PART VII:

# DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

## Human Development Office

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# HEAD START PROGRAM PERFORMANCE STANDARDS

## DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

### Office of Human Development, Office of Child Development

### HEAD START PROGRAM PERFORMANCE STANDARDS

#### Proposed Self-Assessment/Validation Instrument

Regulations prescribing goals, component objectives and program performance standards for the operation of Head Start programs by grantee and delegate agencies and for their enforcement were published in the FEDERAL REGISTER at 40 FR 27562 on June 30, 1975.

The proposed Self-Assessment/Validation Instrument published herewith is to be used by Head Start grantees and delegate agencies in conducting an annual assessment of grantee activities in light of the Head Start Program Performance Standards. The instrument contains questions which directly relate to the performance standards in the areas of Education, Health, Social Services, and Parent Involvement.

The local Head Start grantee is responsible for conducting a self-assessment each program year to ensure that all requirements set forth in the Head Start Program Performance Standards are being met. The grantee must look at all its delegate agencies by doing a substantial review of a sample of their activities.

The proposed Self-Assessment/Validation Instrument is published as a general notice pursuant to the requirement of section 17(d) of the Headstart-Follow Through Act. Also, as required by the Act, it is being sent directly to each grantee with a notification of a right to submit comments pertaining thereto in writing on or before December 1, 1975.

Comments of Head Start grantees should be sent to the Director, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013.

(Catalog of Federal Domestic Assistance Programs Number 13,600; Child Development—Head Start)

DATED: October 21, 1975.

STANLEY B. THOMAS, JR.,
*Assistant Secretary for Human Development.*

## Grantee Transmittal Form

Name of Grantee _____

Address _____

_____

_____

Telephone No. _____

Grantee # _____

Name of Grantee Executive Director _____

Signature _____

Name of Head Start Director _____

Signature _____

Chairman of Head Start Policy Council _____

Signature _____

Members of Self Assessment Team: _____

_____

_____

Date: _____

## INTRODUCTION

The Head Start Program Performance Standards Self- Assessment/ Validation Instrument is for use of Head Start grantees and delegate agencies in conducting an annual assessment of grantee activities in light of Head Start Program Performance Standards. This instrument contains questions which directly relate to the performance standards in the areas of Education, Health, Social Services, and Parent Involvement. These standards pertain to the methods and processes to be used by Head Start grantees to meet the needs of children.

Each component of Head Start has developed along with its program Performance Standards, guidance that serves as an elaboration of the standards as well as a "how to" for implementation. The guidance can also serve as the criteria against which to make assessments relating to compliance.

The local Head Start grantee is responsible for conducting a self-assessment each program year to ensure that all requirements set forth in the Head Start Program Performance Standards are being met. The method used to carry out this self-assessment is described below.

The grantee must look at all delegate agencies by doing a substantial review of a sample of their activities.

In conducting assessments several procedures may be used to verify the taking place of the activities required to be in compliance with the performance standards. These are (1) actual observations of the activities, (2) reading of sample records relating to the activities (education plans, minutes of meetings, training plans and records, job descriptions, work schedules, etc.); and (3) interviewing various personnel on activities performed.

The grantee should form a self-assessment team composed of staff and parents. In the case of programs with delegates, it will be necessary for the grantee to assist each delegate in carrying out an individual self-assessment of its program. Further, the grantee will be responsible for providing the composite document, a copy of which will be mailed to the OCD Regional Office. Regional Offices will be responsible for reviewing and validating grantee performance. All grantee and delegate agency staff scheduled to participate in the self-assessment activities must be familiar with OCD Notice N-30-364-4, Head Start Program Performance Standards.

This instrument has been designed so that questions included refer directly to the Performance Standards. The first column on the form provides a cross reference to the Performance Standards for each of the questions listed in column two (Individual Specific Policy). The third column requires the grantee to check if the specific policy is in or out of compliance and if out of compliance, the grantee is to explain the reason for non-compliance in column four. Columns five and six are used vy the OCD Regional Office to review the grantee's findings. Column seven is designed to assist the grantee by providing methods of guidance for assessing compliance. At the end of each of the components, a summary sheet is provided to record both grantee and OCD findings as to compliance or non-compliance with each performance standard contained therein.

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| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 1-4 | 1. Has an overall written education plan been developed which contains the following elements: | | | | | | | 1. Review the Education Plan and, if more than a year old, note when updated.<br><br>Must look at classroom activities and daily plans. Compare with education plan. Note any special needs outlined in daily plans for ethnic, handicapped, and other children and validate by observation in classroom and discussion with teachers. In addition, interview other staff members and parents to determine how and to what extent they participate in the program and in the planning.<br>Also, discuss with policy council chairman and parents on how they are assisted in fostering a child's learning and development.<br><br>Finally, determine if specific strategies have been identified for carrying out the educational objectives and determine if there is a process for reviewing children's progress and updating program goals.<br><br>Look for records or documents that reflect such activities. |
| 1-4 | a) Is updated periodically (at least annually)---- | | | | | | | |
| 2-2(a) | b) Reflects actual program activities ---------- | | | | | | | |
| 2-2(a) | c) Meets the individual needs of children, the special needs of handicapped children, and the needs of populations being served----- | | | | | | | |
| 1-4 | d) Prepared by the educational staff in conjunction with policy groups, parents, other Head Start staff, and appropriate consultants---------- | | | | | | | |
| 2-2(a) | e) Outlines approaches for assisting parents in understanding and employing alternative ways to foster each child's learning and development---------- | | | | | | | |
| 2-2(a) | f) Specifies strategies for implementing the educational objectives------- | | | | | | | |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| Section 2-2(a) | 2. Do the educational plan and program activities include provision for: | | | | | | | 2. Review medical and developmental records of children. Discuss with psychologist, medical staff, teachers and parents. Check out specific examples where age or development, cultural or ethnic experiences, and/or handicapping differences determine program strategies.<br><br>It is important to observe activities and/or uses of materials which encourage children's self awareness and positive self concept. Are there materials which reflect the cultural/ethnic/language background of the population served? Are there mirrors, photographs of children, individual cubbies or places allocated for each child's personal possessions? Is children's work attractively displayed? Are children's names used? Are materials and situations free of sex role and racial/ethnic stereotyping? Note if such items as props for dramatic play are available and if dramatic play is encouraged as a valid means for promoting social/emotional and intellectual development.<br><br>Are material and activities, appropriate to the children's ages and level of development, utilized to encourage children to solve problems, to explore and experiment, to communicate their |
| 2-2(a) | a) The individual differences of children enrolled in the program---------- | | | | | | | |
| 2-2(a) | b) A supportive social/emotional climate-------- | | | | | | | |
| 2-2(a) | c) Developing intellectual skills---------- | | | | | | | |
| | d) Promoting physical growth---------- | | | | | | | |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| | | | | | | | | 2. (cont.)<br><br>ideas and feelings, and to organize their experiences toward understanding increasingly complex concepts?<br><br>Is there evidence that equipment, materials and activities are provided (both indoor and out) in keeping with children's physical development?<br><br>Are there adequate provisions for children to use their large and small muscles to increase their physical skills and motor coordination? Is there approrpiate guidance and supervison, both indoor and out, while children are using equipment? |
| 2-2(d) | 3. Does the plan outline procedures for:<br><br>a) On-going observation, recording and evaluation of each individual child's growth and development<br><br>b) Using the information generated through 3a to plan activities to suit individual needs | | | | | | | 3. Check to see if individual records of children are maintained and that periodic evaluation and recording of children's developmental growth are included.<br><br>Is there evidence that this information is used to plan activities suited to individual needs? |

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| Section 2-2(d) | 4. Have procedures been established to integrate the educational aspects of other Head Start components into the daily educational program?------ | | | | | | | 4. Check daily plans to determine if and how other Head Start component such as Health and Nutrition are incorporated into the daily program.<br><br>Also observe classrooms to see if activities and materials reflect integration of other Head Start components. For example, learning experiences through food preparation, experiences provided to prepare children for physicals, shots, dental examinations. |
| 2-2(c)<br><br>2-2(c)(1) | 5. Has the program been individualized to meet the specialized needs of children from various populations by:<br>a) Having a curriculum which is relevant and reflective of the needs of the population------- | | | | | | | 5. Is the curriculm relevant and reflective of the needs of the population? (Curriculum is the learning environment plus the varied experiences provided for participating children). Observer should look at selection of books, play materials, records, pictures to ascertain if there is adequate representation of children from various populations. A key element to observe is the use of resource persons in the classrooms. Where the majority of the children do not speak English or are bilingual, is there at least one adult available to speak with the children in their native language? Parents should be interviewed regarding their participation in the development of the curriculum. |
| | b) Having staff and program reflective of the racial and ethnic characteristics of children in the program---------- | | | | | | | |
| | c) Including parents in curriculm development and having them serve as resource persons----- | | | | | | | |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| Section 2-2(e)(5)(6) | 6. Is there a comprehensive orientation and training program jointly developed with all components for parents and staff which includes exposure to: | | | | | | | 6. Review orientation and training plans and determine who participated in the planning process (e.g., parents, other Head Start staff, representatives of local health organizations and health delivery agencies) to ensure that comprehensive orientation and training takes place. Were provisions made for parents who do not speak English to participate? Were interpreters available? Review training schedules and interview selected staff and parents regarding their involvement in orientation and training. |
| 2-2(e)(5)(6) | a) Behavioral and developmental problems for pre-school children | | | | | | | |
| 2-2(e)(5)(6) | b) Observation skills to identify and work with children with special needs | | | | | | | |
| 2-2(e)(5)(6) | c) Education and consultation resources for parents of children having special needs | | | | | | | |
| 2-2(e)(5)(6) | d) Appreciation of diverse cultures and ethnic groups | | | | | | | |
| 2-3(a) | 7. Is a physical environment provided which: a) is conducive to learning | | | | | | | 7. Is the overall appearance of the program facility safe, attractive and inviting? Walk through the center and outdoor play area to determine if equipment and materials are in adequate supply, in good repair, and appropriate to the ages and developmental levels of the children served. Are there specific interest areas with sufficient materials and equipment readily available for use by children? Is there evidence that children are encouraged to accept reasonable responsibility for the use and care of materials and equipment? Are materials and supplies kept in convenient locations and orderly arranged? Can many |
| 2-3(a) | b) Reflects the different stages of development in children | | | | | | | |
| 2-3(a) | c) Ensures that space, light, ventilation, heat and other physical arrangements are consistent with the children's health, safety, and developmental needs | | | | | | | |
| 2-3(b) | d) Organizes space into interest areas which are recognized by the children | | | | | | | |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| 2-3(b) | 7. (con't)<br>e) Arranges furniture, equipment and materials to facilitate learning--<br>F) Provides a sufficient number of appropriate materials and equipment---------- | | | | | | | 7. (con't)<br>of the materials and much of the equipment be used in a variety of ways? Are there materials which reflect the cultural/ethnic/language background of the population served?<br><br>Check to see if adequate provisions have been made for handicapped children, such as ramps, rails, and special educational equipment and supplies.<br><br>Does center comply with local licensing requirements? If not have safety standards been determined in cooperation with local health and fire department? Does center comply with standards as determined through above process?<br><br>Check outdoor play area. If adjacent to hazards such as busy streets, bodies of water etc., is it enclosed? |
| 2-2E | 8. Are the following specific provisions made for enhancing parents' knowledge and understanding of the child's educational activities:<br>a) Arranging for parents to participate in the planning of the educational program---------- | | | | | | | 8. Review plan for specific strategies for parent involvement in the education program. Teachers should be interviewed concerning specific activities designed for parents' participation in the education program. Such activities as parent-teacher meetings, conferences, and |

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| 2-2E(1) | b) Involving parents in appropriate Head Start program activities and by helping them apply child development principles in the home---------- | | | | | | | 8. (con't)<br><br>seminars are ways that parents can be involved. Emphasis should be placed on parents' acquiring skills in child development. The mental health coordinator and/or psychologist should also be contacted to determine additional activities provided for parents.<br><br>Parents should be interviewed to determine how and to what extent they participate in planning and program activities. Note specific methods which are used to facilitate communication between staff and parents such as use of bulletin boards, newsletters, phone calls, radio and television announcements, meetings, etc. Records should be reviewed to ensure that the required number of home visits are planned or have taken place. |
| 2-2E(3) | c) Assisting parents to observe and develop child development skills---------- | | | | | | | |
| 2-2E(4) | d) Establishing relationships with parents that facilitates information sharing about the children---------- | | | | | | | |
| 2-2E(4) | e) Providing information to parents regarding major educational program activities---------- | | | | | | | |

## EDUCATION
### Performance Summary

Please indicate the compliance status with individual performance standards.

| Performance Standard Number | | Grantee | | OCD | |
|---|---|---|---|---|---|
| | | Compliance | Non-Compliance | Compliance | Non-Compliance |
| 1304.1-4 | Written Plan | ☐ | ☐ | ☐ | ☐ |
| 1304.2-2 | Meeting educational needs | ☐ | ☐ | ☐ | ☐ |
| 1304.2-2a,b,c | Individualized program | ☐ | ☐ | ☐ | ☐ |
| 1304.2-2d | Observation/Record keeping | ☐ | ☐ | ☐ | ☐ |
| 1304.2-2e | Staff/training | ☐ | ☐ | ☐ | ☐ |
| 1304.2-2e | Parent Involvement/ training | ☐ | ☐ | ☐ | ☐ |
| 1304.2-2e | Home visits | ☐ | ☐ | ☐ | ☐ |
| 1304.2-3a | Facilities/Space | ☐ | ☐ | ☐ | ☐ |
| 1304.2-3b | Environment | ☐ | ☐ | ☐ | ☐ |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| Section 3-2 | Do the Health Services Plan and program provide a properly organized functioning Health Services Advisory Committee which includes Head Start parents, health services providers and health specialists? Does the committee assist staff in planning, operation and evaluation of the Health Services program? | | | | | | | Review with Health Coordinators and the Health Advisory Committee the composition and membership of the committee. It should consist of parents, health services, providers in the community and other specialists in the various health discipline.<br><br>Review minutes or other documentation of Committee meetings to determine their role regarding advising in planning, operation, and evaluation of the Health Services program.<br><br>Interview Committee members to determine role in the above function. |
| 3-3(a) | Do the plan and program provide for the completion of a medical, dental, and developmental history for each child in the program? | | | | | | | Review enrollment and health records to ensure that medical and developmental histories are obtained for each child. These records should be completed, where feasible, at the time of enrollment. If medical histories are not completed at that time, check and insure that forms for obtaining this information are available. Determine if program has a specific time frame for completion prior to physical exam. Check forms to ensure there is a provision for obtaining medical history and background for child for the screenings and examinations. Question staff about procedures used for updating records. Spot check selected child health records to determine that histories are complete and up-to-date. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| Section 3-3(a) (cont'd) | Do the plan and program provide for advance parent or guardian authorization for health services? | | | | | | | Check enrollment forms for parent's authorization of health services. |
| 3-3(b) | Do the plan and program provide health screening that includes:<br>(1) Growth assessment (head circumference up to two years old) height, weight and age?<br>(2) Vision testing?<br>(3) Hearing testing?<br>(4) Hemoglobin or hematocrit determination?<br>(5) Tuberculin testing where indicated in guidance?<br>(6) Urinalysis?<br>(7) Based on community health problems, other selected screenings where appropriate, e.g., sickle cell anemia, lead poisoning, and intestinal parasites?<br>(8) Assessment of current immunization status? | | | | | | | Review procedures used for screenings.<br>(1) - (8) Spot check health records determine if the required and other appropriate screenings were provided to the children. If health screenings are not completed, then interview health coordinator and other appropriate staff to determine which screenings will be provided and the planned completion date. |
| | (9) Identification of speech problems, determining their cause and provision of services? | | | | | | | (9) Review plan and procedures for identifying speech problems, determination of cause and services provided. |
| | (10) Identification of special needs of handicapped children? | | | | | | | (10) Review plan and procedures for identifying special needs of handicapped children in the program. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| Section 3-3(c) | Have medical examinations been given to all children in the program? | | | | | | | Check health services plan and medical examination procedures to ensure that examinations include:<br><br>a. examination of all systems or regions made suspect by history or screening test.<br><br>b. search for defects in specific regions common or important to this age group, i.e., skin, eye, ear, nose, throat, heart, lungs, and groin (inguinal) area.<br><br>Selected individual children's records should be thoroughly reviewed as to whether regions found suspect by the medical history have been examined by the health examiner and noted on the form.<br><br>Interview Head Start Director and Health Services Coordinator to determine how medical examinations are arranged. |
| 3-3(d) | Depending upon local and State health regulations, are all employed program staff given initial health examinations and periodic checkups, and found to be free of communicable diseases? | | | | | | | Check health services plan for procedures in accordance with local and State health regulations for initial exams and periodic checkups. Review staff health records to determine if they are complete and up-to-date. Interview selected staff on initial and periodic checkups.<br><br>Interview Health Services Coordinator and other appropriate staff to determine the extent and frequency of examinations and checkups and to what degree measures are taken to insure freedom from communicable diseases. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| section 3-3(d) (Cont'd) | Is each volunteer screened for tuberculosis? | | | | | | | Check with health coordinator and other appropriate staff for validation of tuberculin testing for volunteers who serve Head Start program on a regular schedule. |
| 3-4(a)(1) | Do the plan and program provide for treatment for health problems detected? | | | | | | | Check for procedures for follow-up treatment for all health problems detected.<br><br>Check individual child health records for follow-up treatment.<br><br>Ask Health Coordinator and other appropriate staff about follow-up procedures. |
| | Are Head Start funds used only when there is no other source of funding? | | | | | | | Interview Head Start Director to determine to what extent Head Start funds are used. Inquire as to any documentation which supports the use of Head Start funds only when no other source of funding is available. |
| | Do the plan and program provide for completion of immunizations? | | | | | | | Check for procedures for follow-up to complete immunizations.<br><br>Check individual child records for completion of immunizations for diptheria, pertussis, tetanus (DPT), polio, measles, German measles; and mumps -- where appropriate. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| section 3-4(a)(3) | Do the plan and program provide for the basic dental care of the children which includes the following:<br><br>(i) Dental examination.<br>(ii) Services required for the relief of pain or infection.<br>(iii) Restoration of decayed primary and permanent teeth.<br>(iv) Pulp therapy for primary and permanent teeth as necessary.<br>(v) Extraction of non-restorable teeth.<br>(vi) Dental prophylaxis and instruction in self-care oral hygiene procedures.<br>(vii) Application of topical fluoride in communities which lack adequate fluoride levels in the public water supply. | | | | | | | Check the plan and individual child health records to determine that each child is receiving basic dental care.<br><br>Review procedures with Health Coordinator and other appropriate staff for follow-up as may be indicated for individual child. |
| 3-4(b) | Do the plan and program provide for medical emergencies? | | | | | | | Check medical emergency plan. Interview Health Coordinator and other appropriate staff on how medical emergencies are dealt with in the program Spot check child's records for permission and consent form.<br><br>Observe classroom for posted first aid and emergency procedures.<br><br>Interview staff to learn if at least one member is being trained or knowledgeable in first aid. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| section | | | | | | | | |
| 3-5(a) | Does the plan and program provide for complete and up-to-date medical and dental records for each child containing the child's medical and developmental history, screening results, medical and dental examination data and evaluation of this material, and up-to-date information about treatment and follow-up? | | | | | | | Review health plan for precedures for establishing and maintaining health records.<br><br>Spot check individual health records to determine that they are up-to-date and complete. |
| 3-5(b) | Does the plan and program have procedures for forwarding with parental consent, health records to school and/or health delivery system? | | | | | | | Review the health services plan. Review procedures for obtaining parental consent including signed forms or other evidence. Determine if consent is obtained for all records forwarded. Review documentation of records forwarded to the school. |
| 3-5(c) | Does the plan and program provide for giving a summary of medical records to child's parents? | | | | | | | Check the health services plan or other written procedures which include methods to provide parents with medical summaries including information on immunization and follow-up treatment.<br><br>Review procedures to ensure that child is linked to an ongoing health care system.<br><br>Ask Health Coordinator and other appropriate staff about process of providing summaries to parents, and inspect any attendant records. Interview parents to determine what medical informaton they receive regarding their child's health needs. |

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| Section 3-5(d) | Does the program utilize the Health Program Assessment Report? | | | | | | | Review HPAR records and discuss with Health Coordinator how the HPAR is being used in planning and evaluating the health program. |
| 3-5(e) | Do the plan and program provide assurance to parents concerning the nature, use and restrictions on use of medical data to be collected? | | | | | | | Review health services plan to determine procedures for informing parents in all cases of:<br><br>a. the nature of child medical data to be collected<br><br>b. uses to which data will be put<br><br>c. assurances that data uses will be restricted to stated purposes<br><br>Review any program-parent correspondence or notification in this regard.<br><br>Ask Health Coordinator and other appropriate staff how program conforms to a-c above. |
| 3-6(a) | Do the plan and program provide for an adequate organized health education program for staff, parents and children which ensures that<br><br>1. parents are provided with information about all available health resources | | | | | | | Review lesson plans or other documentation on Health Education program<br><br>Interview selected parents to determine if they were provided information about health resources |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
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| Section 3-6(a) (Cont'd) | 2. parents are encouraged to become involved in their child's health care process | | | | | | | Interview selected parents to determine if staff encouraged them to become involved with their child's health care process. |
| | 3. staff are taught and parents are provided the opportunity to learn the principles of preventive health, emergency first-aid measures, and safety practices. | | | | | | | Interview staff and selected parents to determine the kind of health education program being provided. |
| | 4. health education is integrated into on-going classroom and other program activities | | | | | | | Interview teachers concerning integration of health education into other program activities. Review lesson plans or other documentation of integration. |
| | 5. children are familiarized with all health services they will receive prior to the delivery of those services | | | | | | | Review curriculum with teachers and lesson plans on health education. |
| 3-8(a) | Do the plan and program provide that a mental health professional be available, at least on a consultation basis with specified duties, to the program and the children? | | | | | | | Check with Health Coordinator to determine availability of a mental health professional. If consultation is part time, determine frequency. |
| | Does the mental health professional | | | | | | | |
| | (1) assist in planning mental health program activities? | | | | | | | Check the health services plan to determine that the mental health professional assists in planning mental health program activities. |
| | | | | | | | | Interview mental health professional on program and mental health activities (if feasible). |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-8(a) (Cont'd) | (2) train Head Start staff? | | | | | | | Teachers and appropriate staff should be interviewed on the types of training assistance and evaluation provided to staff. |
| | (3) periodically observe children and consult with teachers and other staff? | | | | | | | Check documentation and plan for frequency of observation of children. |
| | (4) advise and assist in developmental screening and assessment? | | | | | | | Review selected individual child health records for developmental screening and assessment procedures. |
| | (5) assist in providing special help for children with atypical behavior or development? | | | | | | | Teachers, appropriate staff and parents should be interviewed on the types of assistance the mental health professional is providing for children with atypical behavior or development. |
| | (6) advise in the utilization of other community resources and referrals? | | | | | | | Teachers, appropriate staff and parents should be interviewed on the assistance in using community resources and referrals |
| | (7) orient parents to mental health program? | | | | | | | Interview selected parents on their orientation to the mental health program. |
| | (8) take appropriate steps in conjunction with health and education services to refer children for diagnostic examination to confirm that their emotional or behavior problems do not have a physical basis? | | | | | | | Review records of individual children receiving the assistance of the mental health program for referral for diagnostic examination. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-8(b) | Do the mental health plan and program provide for: | | | | | | | |
| | (1) attention to pertinent medical and family history of each child so that mental health services can be made readily available if needed? | | | | | | | Ask Health Coordinator, other appropriate staff including teachers and the mental health professional, if feasible, the process by which children with potential behavioral problems are recognized. Spot check referral and/or treatment records. |
| | (2) use of existing community mental health resources? | | | | | | | Check with appropriate staff to determine if all mental health resources have been identified, and the extent to which they are being utilized. Review any lists of resources and referrals. Where feasible, contact a sample of local mental health resources and interview selected staff. |
| | (3) coordination with education services? | | | | | | | Review the education and mental health plans, and interview coordinator for both components. Ask about procedure for consultation between the two components. |
| | (4) confidentiality of records? | | | | | | | Check for locked cabinet or other suitable system for keeping of mental health records. Check mental health services plan to determine that access to files is restricted. Interview staff to determine that restrictions are followed. |
| | (5) regular group meetings of parents and program staff? | | | | | | | Review plan. Interview staff and parents on type and frequency of group sessions. |
| | (6) parental consent for special mental health services? | | | | | | | Spot check appropriate records for parental consent for special mental health services. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-8(b) (Cont'd) | (7) opportunity for parents to obtain individual assistance? | | | | | | | Interview staff and mental health professional (if feasible) and parents concerning requests, opportunities, and referrals for individual assistance. Review any related records that will substantiate this type of assistance. |
| | (8) active involvement of parents in planning and implementing the individual mental health needs of their children? | | | | | | | Interview parents and staff concerning nature and extent of parents involvement in mental health needs of their own children. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10 | Nutrition services. | | | | | | | |
| 3-10(a) | Does the nutrition services performance standard plan identify the nutritional needs and problems of the children in the Head Start program and their families? In so doing is account taken of | | | | | | | (a) Check written plan for procedure to identify needs of children and their family's and to meet the needs. |
| 3-10(a)(1) | The nutrition assessment data (height, weight, hemoglobin, hematocrit) obtained for each child? | | | | | | | (1) Spot check children's health records for presence of height-weight data; hemoglobin and/or hematocrit data. Is the dat on height and weight put on graphs? Spot check health records for evidence of consideration of nutritional status of child and handicapping conditions affecting food intake. |
| 3-10(a)(2) | Information about family eating habits and special dietary needs and feeding problems, especially of handicapped children; and | | | | | | | (2) Spot check parent-interview records for information relating to child's and families special needs such as<br>- underdeveloped feeding skills<br>- emotional problems<br>- specific chronic conditions (allergy, diabetes, etc.)<br>- cultural-ethnic background and food preferences<br>- adequacy of resources: financial, equipment, fuel, transportation, etc.<br>- adequacy of nutrition information concerned with feeding family |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(a)(2) (continued) | | | | | | | | Are other means than children's health records or parent interviews used to identify needs of children and families? Ask of nutritionist or health personnel.<br><br>(3) Check the written plan for indentification of the community nutrition problems that are to be addressed such as<br><br>- inaccessibility of food markets and transportation<br>- unavailability of fluoridated water, enriched cereals, iodized salt, pasteurized milk<br>- unavailability and inaccessibility to food and financial family assistance programs |
| 3-10(a)(3) | Information about major community nutrition problems? | | | | | | | |
| 3-10(b) | Does the plan, designed to assist meeting the daily nutritional needs of the children, provide that: | | | | | | | |
| 3-10(b)(1) | Every child in a part-day program will receive a quantity of food in meals (preferably hot) and snacks which provides at least 1/3 of daily nutritional needs with consideration for meeting any special needs of children, including the child with a handicapping condition? | | | | | | | (1) & (2) Check the written plan on provisions for feeding the children at the center appropriate meals according to number of hours spent at center and in keeping with Performance Standards Guidance.<br><br>Review posted menus and past menus for meals and snacks served |

HEALTH

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(b)(1) & (2) (continued) | | | | | | | | - Check for following of OCD meal pattern in the Guidance<br>- Use of good to excellent source of Vitamin C daily<br>- Use of dark green leafy or yellow vegetable every other day<br>- Desserts are integral part of meals used to supply nutrients other than just calories |
| 3-10(b)(2) | Every child in full-day program will receive snack(s) lunch, and other meals as appropriate which will provide 1/2 to 2/3 of daily nutritional needs depending on the length of the program? | | | | | | | |
| 3-10(b)(1) & (2) (continued) | | | | | | | | - Check supplies for use of<br>-enriched or whole grain bread, cereals<br>-iodozed salt<br>-full strength fruit juices<br>- If breakfast is used as the main meal instead of lunch, the breakfast would need to be very substantial using a protein-rich food and a snack containing milk in addition to other foods suggested in snack pattern to meet 1/3 the needs of the child. To meet 2/3 the child's nutrient needs will necessitate the feeding of lunch or supper pattern plus 2 well-planned snacks that contribute milk in one of them. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(b)(1) & (2) (continued) | | | | | | | | Spot check with food service personnel on records or prescriptions for special dietary needs of specific children.<br><br>Ask role of program nutritionist in assuring menu adequacy and in meeting of special dietary needs.<br><br>Spot check adequacy of budget to meet food needs for children and adults. |
| Section 3-10(b)(3) | All children in morning programs who have not received breakfast at the time they arrive at the Head Start program will be served a nourishing breakfast? | | | | | | | (3) Ask how many children receive breakfast and how the need is determined.<br><br>Spot check other records for indications that other children may need breakfast such as:<br><br>- extremely low income family<br>- parents working very late or very early hours<br>- children traveling long distances to center<br>- history of the child being hungry or physical evidence of undernutrition. |
| 3-10(b)(4) | The kinds of food served conform to minimum standards for meal patters indicated in OCD Head Start Guidance Material? | | | | | | | (4) Crosscheck with Guidance and spot check menu patterns for compliance. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(b)(5) | The quantities of food served conform to recommended amounts indicated in OCD Head Start guidance materials? | | | | | | | (5) Observe a sampling of centers at mealtime to see if sufficient food is available for children to have seconds as well as average size first portions for their age. (See Guidance for portion sizes.) |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(b)(6) | Meal and snack periods are scheduled appropriately to meet children's needs and are posted along with menus; e.g., breakfast must be served at least 2 1/2 hours before lunch, and snacks must be served at least 1 1/2 hours before lunch or supper? | | | | | | | (6) Spot check meal and snack schedule to see if:<br>- Programs of 3 hours duration serve snack and meal. If all children receive breakfast, the snack should be omitted in a 3 hour program. 1 1/2 - 2 hours interval is suggested between snack and meal and 2 1/2 - 3 hours between breakfast and lunch. Is any time allowed after lunch for brushing teeth, handwashing, etc.?<br>- Programs of 4 1/2 - 5 hours duration serve 2 snacks and meal or 2 meals and a snack appropriately spaced.<br>- Longer programs may need to serve 2 meals and 2 snacks. |
| 3-10(c) | Does the plan undertake to ensure that the nutrition services contribute to the development and socialization of the children by providing that: | | | | | | | (c) Check the written plan for provisions for meeting developmental and socialization needs of children. |
| 3-10(c)(1) | A variety of foods which broaden the child's food experience in addition to those that consider cultural and ethnic preferences is served? | | | | | | | (1) Spot check menus for<br>- introduction of new foods and old foods prepared new ways<br>- serving of cultural and ethnic foods<br>- variety in color, flavor, texture, etc. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section | | | | | | | | |
| 3-10(c)(2) | Food is not used as punishment or reward, and that children are encouraged but not forced to eat or taste? | | | | | | | (2) thru (7) Observe and participate in mealtime at a sampling of centers:<br><br>(2) Check that food is not used as punishment or reward including<br><br>- some food is not withheld until other is eaten<br>- dessert is a part of the total meal and not a reward |
| 3-10(c)(3) | The size and number of servings of food reflect consideration of individual children's needs? | | | | | | | (3) Note whether:<br><br>- individual appetites are considered<br>- portion sizes may vary and are appropriate to children for easy eating, bite size and include finger foods. |
| 3-10(c)(4) | Sufficient time is allowed for children to eat? | | | | | | | (4) Note whether the meal is unrushed (about 30 minutes). |
| 3-10(c)(5) | Chairs, tables, and eating utensils are suitable for the size and developmental level of the children with special consideration for meeting the needs of children with handicapping conditions? | | | | | | | (5) Observe whether:<br><br>- chair size allows for the child's feet to be on the floor<br>- the table size is in relation to the child and chair and allows the child to be able to easily cut food and eat<br>- children have access to knives, forks and spoons<br>- glasses are small enough for the child to grasp easily<br>- any needed modification or purchase of equipment has been done to meet any special eating needs of the child with a handicapping condition |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(c)(6) | Children and staff, including volunteers, eat together sharing the same menu and a socializing experience in a relaxed atmosphere? | | | | | | | (6) Look for:<br>- interactions between children and adults - children and children to promote socialization<br>- adults eating with children and same food<br>- adults attitudes as model for children |
| 3-10(c)(7) | Opportunity is provided for the involvement of children in activities related to meal service (For example: family style service)? | | | | | | | (7) Note:<br>- child's participation in food service and mealtime activities --serving, cleaning up, setting table, etc. and ask cook about children's participation in mealtime food preparation activities |
| 3-10(d) | Does the plan set forth an organized nutrition education program for staff, parents and children? Does the program assure that: | | | | | | | (d) Check the written plan for provisions for nutrition education of staff, parents and children: Are provisions based on identified needs?<br><br>Ask nutritionist about plans for nutrition education for administrative staff-teaching staff-parents-food service staff.<br><br>Check schedules for delivery of nutrition education; check mechanism for delivery of nutrition education |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(d)(1) | Meal periods and food are planned to be used as an integral part of the total education program? | | | | | | | (1) Participate in a sampling of visits at mealtime and check that mealtime and snacktime are used to develop good food habits.<br><br>Spot check menus to see if classroom food preparation and food-related activities are coordinated with mealtime. |
| 3-10(d)(2) | Children participate in learning activities planned to effect the selection and enjoyment of a wide variety of nutritious foods? | | | | | | | (2) Spot check teacher's lesson plans for food-related activities for children designed to guide children toward selection and enjoyment of a wide variety of nutritious foods.<br><br>Spot check nutrition education materials in use in classroom activities. Are they appropriate to be used with preschool children? |
| 3-10(d)(3) | Families receive education in the selection and preparation of foods to meet family needs, guidance in home and money management and help in consumer education so that they can fulfill their major role and responsibility for the nutritional health of the family? | | | | | | | (3) Ask nutritionist if plans are developed with parents and are based on needs identified through parent interview and knowledge of community nutrition problems.<br><br>Spot check nutrition education materials for appropriateness:<br><br>- identified needs of group<br>- cultural, ethnic, educational background<br>- economic limitations |

HEALTH

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(d)(4) | All staff, including administrative, receive education in principles of nutrition and their application to child development and family health, and ways to create a good physical, social and emotional environment which supports and promotes development of sound food habits and their role in helping the child and family to achieve adequate nutrition? | | | | | | | (4) Is nutrition education for staff designed to meet their specific responsibilities for nutrition component in addition to improving their own nutrition? Is it part of total staff training and orientation program? |
| 3-10(e) | Does the plan make special provision for the involvement of parents and appropriate community agencies in planning, implementing, and evaluating the nutrition services? Does it provide that: | | | | | | | (e) Check plan for provision for parent and community involvement.<br><br>Spot check with classroom staff and with food service staff on opportunities for parent involvement.<br><br>Spot check volunteer records for frequency and type of parent involvement.<br><br>Interview a sampling of parents for opportunities for involvement and communication on nutrition activities.<br><br>Check with the nutritionist on use of community resources for nutrition services. |

HEALTH

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(e)(1) | The Policy Council or Committee and the Health Services Advisory Committee have opportunity to review and comment on the nutrition services? | | | | | | | (1) Check with the Policy Committee and HSAC on input into written plan and other roles. |
| 3-10(e)(2) | The nutritional status of the children will be discussed with their parents? | | | | | | | (2) Spot check children's folders for record of interview with parents on child's nutritional status related to height-weight, eating skills, etc., and for any counseling on special needs. |
| 3-10(e)(3) | Information about menus and nutrition activities will be shared regularly with parents. | | | | | | | (3) Ask how this was done and how often. |
| 3-10(e)(4) | Parents are informed of the benefits of food assistance programs? | | | | | | | (4) Check with the social services for indication of referrals of families to community agencies for food assistance.<br><br>Ask social service what proportion of eligible families are participating in food assistance programs. |
| 3-10(e)(5) | Community agencies are enlisted to assist eligible families participate in food assistance programs? | | | | | | | (5) Ask sampling of parents if community agencies are providing the help they need. |

HEALTH

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(f) | Does the plan provide for compliance with applicable local, State and Federal sanitation laws and regulations for food service operations including standards for storage, preparation and service of food, and health of food handlers, and for posting of evidence of such compliance? | | | | | | | (f) Check the plan for provisions for meeting Federal, local and State sanitation regulations for facilities, personnel, and food vendors.<br><br>Spot check current licensing and inspection certificates and posting of such.<br><br>In absence of inspection by a governmental agency, what documented evidence of compliance is there?<br><br>Are any violations being corrected?<br><br>Check the current food handler's health certificate and posting of such.<br><br>Check documented evidence for compliance of sanitation standards by caterers and food vendors. |
| | Does the plan also provide that vendors and caterers supplying food and beverages comply with similar applicable laws and regulations? | | | | | | | |
| 3-10(g) | Does the plan provide for direction of the nutrition services by a qualified full-time staff nutritionist or for periodic and regularly scheduled supervision by a qualified nutritionist or dietitian as defined in the Head Start Guidance material? | | | | | | | (g) Check the plan for involvement and role of qualified nutritionist.<br><br>Check with the Head Start Director for name of person, qualifications, frequency of service, type of service. Ask to see job description.<br><br>Interview nutritionist for role and frequency.<br><br>Interview teachers, parents and food service personnel on role of nutritionist. |

HEALTH

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(g) (continued) | Does the plan also provide that all nutrition services staff will receive preservice and in-service training as necessary to demonstrate and maintain proficiency in menu planning, food purchasing, food preparation and storage, and sanitation and personal hygiene? | | | | | | | Check plan for method of provision of training to meet needs.<br><br>Spot check personnel folders for record of performance evaluation and type of individualized training planned. Does this relate to job responsibilities, previous experience and qualifications?<br><br>Ask cooks if they feel they are getting type of training needed.<br><br>Observe food preparation. Does planned training seem consistent with needs seen?<br><br>Taste and look at food served. Does planned training relate to production of high quality food appropriate to needs of children? |
| 3-10(h) | Does the plan provide for the establishment and maintenance of records covering the nutrition services budget, expenditures for food, menus utilized, numbers and types of meals served daily with separate recordings for children and adults, inspection reports made by health authorities, recipes and any other information deemed necessary for efficient operation? | | | | | | | (h) Check plan for type of records kept. Spot check for accessibility and orderliness of records.<br><br>Spot check adequecy of inventory and purchasing records.<br><br>Spot check written menus for indication that substitutions are noted.<br><br>Check for record of daily meal counts - adults and children.<br><br>Check nutrition services budget for inclusion of food costs (adults and children) food service and nutri- |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| Section 3-10(h) (Continued) | | | | | | | | tion staff, equipment and nutrition education materials and supplies for children and parent activities and staff training.<br><br>Check accounting of expenditure of OCD monies made available by use of USDA-SFSP. Is priority use give to maintenance of a high qulaity nutrition component?<br><br>Are standardized recipes based on numbers of children served used? |

HEALTH SERVICE
GENERAL, MEDICAL, AND DENTAL
Performance Summary

**Please indicate the compliance status with individual performance standards.**

| Performance Standard Number | | Grantee | | OCD | |
|---|---|---|---|---|---|
| | | Compliance | Non-Compliance | Compliance | Non-Compliance |
| 1304.1-4 | Written plan | ☐ | ☐ | ☐ | ☐ |
| 1304.3-2 | Advisory committee | ☐ | ☐ | ☐ | ☐ |
| 1304.3-3 | Screening & examination | ☐ | ☐ | ☐ | ☐ |
| 1304.3-3d | Staff | ☐ | ☐ | ☐ | ☐ |
| 1304.3-4(a) | Medical & dental treatment | ☐ | ☐ | ☐ | ☐ |
| 1304.3-4(a) | Immunizations | ☐ | ☐ | ☐ | ☐ |
| 1304.3-4(b) | Emergency medical plan | ☐ | ☐ | ☐ | ☐ |
| 1304.3-5 | Records | ☐ | ☐ | ☐ | ☐ |
| 1304.3-6 | Health Education | ☐ | ☐ | ☐ | ☐ |
| 1304.3-4,1 | Use of community resources | ☐ | ☐ | ☐ | ☐ |

MENTAL HEALTH
Performance Summary

Please indicate the compliance status with individual performance standards.

| Performance Standard Number | | Grantee | | OCD | |
|---|---|---|---|---|---|
| | | Compliance | Non-Compliance | Compliance | Non-Compliance |
| 1304.1-4 | Written plan | ☐ | ☐ | ☐ | ☐ |
| 1304.3-8a | Staff/Training | ☐ | ☐ | ☐ | ☐ |
| 1304.3-8a | Services to children | ☐ | ☐ | ☐ | ☐ |
| 1304.3-8b2 | Use of community resources | ☐ | ☐ | ☐ | ☐ |
| 1304,3-b,3 | Developmental education | ☐ | ☐ | ☐ | ☐ |
| 1304.3-8b, 5,6,8 | Parent Involvement | ☐ | ☐ | ☐ | ☐ |
| 1304.3-8b, 7 | Services for parents | ☐ | ☐ | ☐ | ☐ |
| 1304.3-8b, 4 | Record keeping | ☐ | ☐ | ☐ | ☐ |

NUTRITION

Performance Summary

Please indicate the compliance status with individual performance standards.

| Performance Standard Number | | Grantee | | OCD | |
|---|---|---|---|---|---|
| | | Compliance | Non-Compliance | Compliance | Non-Compliance |
| 1304.1-4 | Written plan | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10a | Needs identification | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10b | Provision of food | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10c | Developmental & Socialization need | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10d | Nutrition education | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10e | Parent & Community involvement | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10f | Sanitation compliance | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10g | Staff and Training | ☐ | ☐ | ☐ | ☐ |
| 1304.3-10h | Record keeping | ☐ | ☐ | ☐ | ☐ |

SOCIAL SERVICES

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| 45 CFR Part 1304 1304.4-2 | 1. Do the Social Services Plan and Program provide procedures for:<br><br>a. recruitment of children with cognizance of community needs and demographic make-up?<br><br>b. recruitment of handicapped children?<br><br>c. providing or referral for appropriate counselling?<br><br>d. emergency assistance or crisis intervention?<br><br>e. furnishing information about available community resources and how to use them?<br><br>f. follow-up to assure delivery of needed assistance?<br><br>g. establishing a role of advocacy and spokesman for Head Start families?<br><br>h. contacting parents or guardian of child with irregular attendance, or who has been absent four (4) consecutive days? | | | | | | | 1. Review the Social Services Plan. Check the plan for procedures to implement a-h in policy column. Discuss with Social Services staff the methods by which the policies/ procedures are implemented.<br><br>a. Check recruitment procedures, and look/ask for evidence that demographic makeup of community and local needs have been identified and considered.<br><br>b. Look for and ask about specific procedures to recruit handicapped children. Review enrollment and recruitment files to determine that type and number of handicapped children enrolled in program meet HEW/OCD requirements.<br><br>c. d, e, f, g<br>Review lists of services provided to determine consistency with performance standards. Review records and/or documents of referrals made or services provided to parents/children/ families.<br><br>Ask staff how it functions as advocate for Head Start parents. Review Social Services files to determine contacts made, referrals, counseling, services provided, etc. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | h. Interview teaching staff and Social Services staff regarding procedures for communicating information about children's irregular attendance or absence of four (4) consecutive days. Look for evidence of communication and contact with parents/ guardians where appropriate. |
| 45 CFR Part 1304 1304.4-2 | 2. Do the plan and program provide for close cooperation with existing community resources? | | | | | | | 2. Check the plan to determine if it provides procedures for:<br>a. helping Head Start parent groups work with other groups with similar concerns.<br>b. communicating to other community agencies the needs of Head Start families and ways of meeting those needs.<br>c. helping to assure better coordination, cooperation and information sharing with community agencies.<br>d. calling attention to the inadequacies of existing community services or to the need for additional services and assisting in improving available services, or bringing in new services. |

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | e. preparing and making available a community resource list to Head Start staff and families.<br><br>Ask staff how procedures for a - e above are implemented.<br><br>Review community resource directory or file. Ask about procedures for and obtain documentation relating to coordination with other community agencies. Review files for evidence (e.g., letters of referral, formal communications, requests, etc.) on how other agencies and groups have been utilized. |
| 45 CFR Part 1304 1304.4-2 | 3. Does the program have complete and up-to-date records of family data? | | | | | | | 3. Spot check Social Services records. Determine if family needs are specified and if records are current. Check for plans for or documentation of follow-through. Check for enrollment forms, referral and follow-up. |

SOCIAL SERVICES
Performance Summary

Please indicate the compliance status with individual performance standards.

| Performance Standard Number | | Grantee | | OCD | |
|---|---|---|---|---|---|
| | | Compliance | Non-Compliance | Compliance | Non-Compliance |
| 1304.4-2a | Recruitment & Direct Service | ☐ | ☐ | ☐ | ☐ |
| 1304.4-2b | Service Integration | ☐ | ☐ | ☐ | ☐ |
| 1304.4-2c | Record Keeping | ☐ | ☐ | ☐ | ☐ |

PARENT INVOLVEMENT



| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| 45 CFR Part 1304 1304.5-2 | 1. Does the plan describe detailed implementation of Appendix B (45 CFR part 1304)? | | | | | | | 1. Check that the plan provides opportunities by which parents can:<br>a. participate in the process of making decisions about the nature and operation of the program.<br>b. participate in the classroom as paid employees, volunteers, or observers.<br>c. participate in activities which parents themselves have helped develop.<br>d. work with their children in cooperation with the staff of the center.<br>Interview parents and Policy Council to determine that the above opportunities exist in reality.<br>Review the entire plan and policy council minutes to determine proper implementation and Policy Group approval of Appendix B (45 CFR part 1304). |
| 45 CFR Part 1304 1304.5-3 | 2. Do the parent involvement plan and program adequately provide methods and opportunities for enhancing parents' "parenting" skills? | | | | | | | a. experiences and activities which lead to enhancing development of parent skills, self-confidence and sense of independence in fostering an environment in which their children can develop to their full potential. |

PARENT INVOLVEMENT

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | b. ways of providing educational and developmental activities for children in the home and community.<br><br>c. health, mental health, dental and nutrition education.<br><br>d. identification and use of family and community resources to meet basic needs of the family.<br><br>e. identification of opportunities for continuing education which may lead towards self-enrichment and employment.<br><br>f. parent meetings with teachers and other appropriate staff for discussion and assessment of children's individual needs and progress. |

PARENT INVOLVEMENT

| Cross Reference Part 1304 | Individual Specific Policy | Grantee In compliance Yes | Grantee In compliance No | Grantee Reasons for Non-Compliance | OCD In Compliance Yes | OCD In Compliance No | OCD Reasons for Non-Compliance | Guidance for Assessing Compliance |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Check parent involvement files and T/TA plans to determine what opportunities are provided for parents in education and development of early childhood and home-making skills. Ask parents about their view of the relevancy of parent involvement activities and what opportunities exist for their continuing edcation. Ask parents, Parent Coordinator, and other relevant staff about the implementation of a-f above. |
| 45 CFR Part 1304<br>1304.5-4 | 3. Does the plan and program provide for complete and effective communication between staff and parents? | | | | | | | 3. Check the plan for procedures for communication of information concerning: program activities for the children; the program and its services; policy groups; and resources within the program and the community.<br><br>Ask selected parents and staff if they receive such information.<br><br>Interview policy groups, staff, and parents to determine that they participate in planning and development of the communication system used.<br><br>Review copies of relevant communiques, mailing lists, etc. |

PARENT INVOLVEMNT

Performance Summary

**Please indicate the compliance status with individual performance standards.**

| Performance Standard Number | | Grantee | | OCD | |
|---|---|---|---|---|---|
| | | Compliance | Non-Compliance | Compliance | Non-Compliance |
| 1304.5-2 | 70.2 Parent Involvement Policy | ☐ | ☐ | ☐ | ☐ |
| 1304.5-3 | Education for Parenting | ☐ | ☐ | ☐ | ☐ |
| 1304.5-4 | Parent-Staff Communication | ☐ | ☐ | ☐ | ☐ |

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